OE FORM 6000, 2/69

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

ERIC REPORT RESUME

ERIC ACC. NO.	CH ACC. NO.	P.A.	PUBL. DATE	ISSUE
ED 030 778	AA 000 385		Sep 69	RIEDEC69

IS DOCUMENT COPYRIGHTED? YES ☐ NO ☒
ERIC REPRODUCTION RELEASE? YES ☐ NO ☒
LEVEL OF AVAILABILITY I ☒ II ☐ III ☐

AUTHOR
Dunn, Mary Kathryn, Comp.; Laffey, James L., Comp.

TITLE
Research on Reading: Word Lists. ERIC/CRIER Reading Review Series, Volume 2, Bibliography 18.

SOURCE CODE	INSTITUTION (SOURCE)
JQB36825	Indiana Univ., Bloomington.
SP. AG. CODE	SPONSORING AGENCY

EDRS PRICE	CONTRACT NO.	GRANT NO.
0.25;2.90		

REPORT NO.	BUREAU NO.

AVAILABILITY

JOURNAL CITATION

DESCRIPTIVE NOTE 56p.

DESCRIPTORS
*Annotated Bibliographies; *Word Lists; *Word Frequency; *Vocabulary; *Reading Materials; Basic Vocabulary; Vocabulary Development; Phonics; Spelling

IDENTIFIERS

ABSTRACT
Research studies concerned with the development, utility, and evaluation of various types of word lists are reported in this bibliography. Included are such topics as vocabulary loads in various reading materials, phonic generalizations applied to word lists, and basic speaking, writing, or reading vocabularies of various groups. In Part I, 51 documents published since 1950 are reported by citations and descriptive abstracts. Part II contains citations and brief annotations for 76 documents published prior to 1950. Both parts are arranged alphabetically by the author's last name. This bibliography was compiled from a search of the seven basic references of the ERIC/CRIER document collection, which includes journal and other published research literature on reading, USOE-sponsored research reports, dissertations, and International Reading Association conference proceedings. Ordering information for obtaining hard copy and microfiche reproductions of this bibliography and of the individual documents reported therein from the ERIC Document Reproduction Service is included. (CM)

GPO 870-390

ED 030 778

ERIC/CRIER reading review series

Research on Reading: Word Lists

Compiled by
Mary Kathryn Dunn
and
James L. Laffey
Indiana University

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

AA 000 785

ERIC/CLEARINGHOUSE ON RETRIEVAL OF INFORMATION AND EVALUATION ON READING

. . . a national clearinghouse to organize and disseminate significant research, information, and materials on reading to teachers, administrators, researchers, and the public. A joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of USOE

ERIC/CRIER READING REVIEW SERIES

Volume 2

Bibliography 18

Research on Reading: Word Lists

Compiled by
Mary Kathryn Dunn
and
James L. Laffey
Indiana University

September, 1969

The ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading is a national clearinghouse which collects, organizes, analyzes and disseminates significant research, information, and materials on reading to teachers, administrators, researchers, and the public. ERIC/CRIER was established as a joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of the USOE. The Clearinghouse is part of a comprehensive information system being developed for the field of education.

This bibliography was prepared pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government Sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

TABLE OF CONTENTS

	Page
Introduction	v
Part I Recent Information on Word Lists, 1950 Onward	1
Part II Information on Word Lists 1900-1949	27
Appendix A Information on Ordering Document Reproductions from ERIC Document Reproduction Service	45

INTRODUCTION

In 1966, the United States Office of Education recognized the need for more efficient use of information and research in education by creating a national network of resource centers. These centers were charged with the responsibility of acquiring, storing, retrieving, analyzing, and disseminating information in selected areas of education. The Educational Resources Information Center (ERIC) system began with twelve such centers and presently consists of nineteen.

The Clearinghouse on Reading (ERIC/CRIER), located at Indiana University, specializes in information related to the following scope note:

> The Clearinghouse on Reading is responsible for acquiring research reports, materials and information related to all aspects of reading behavior with emphasis on physiology, psychology, sociology, and the teaching of reading. Included are reports on the development and evaluation of instructional materials, curricula, tests and measurements, preparation of reading teachers and specialists and methodology at all levels; the role of libraries and other agencies in fostering and guiding reading; and diagnostic and remedial services in school and clinic settings.[1]

The ERIC/CRIER Reading Review Series has been created to disseminate the information analysis products of the Clearinghouse. Analysis of information can take place on a broad continuum ranging from comprehensive reviews of the state of the knowledge in a given area to bibliographies of citations on various topics. Four genres of documents appear in the Reading Review Series. The first type includes bibliographies, with descriptive abstracts, developed in areas of general interest. The second type consists of bibliographies of citations, or citations and abstracts, developed on more specific topics in reading. The third type provides short, interpretive papers which analyze specific topics in reading using the exist-

---

[1]A complete description of the organization and development of ERIC/CRIER and a review of its products and services is available from the clearinghouse. Write to: ERIC/CRIER, 200 Pine Hall, Indiana University, Bloomington, Indiana 47401

ing information collection. The final genre includes comprehensive state-of-the-art monographs which critically examine given topics in reading over an extended period of time.

Research on Reading: Word Lists provides a compilation of studies related to or concerned with the development, utility and evalution of various types of word lists. Documents reported in the first part of the bibliography are recent in nature having been written since 1950 and are reported by citation and abstract. Part two of the bibliography contains citations and brief one or two sentence annotations for documents published prior to 1950. Both parts are arranged in alphabetical order according to the author's last name.

Sources of Information

The ERIC/CRIER document collection is undoubtedly one of the most complete reservoirs of information on reading in the country. Numerous professional organizations, institutions of higher learning, government agencies, and individual researchers have cooperated in building this excellent collection of research and research-related documents on reading. This bibliography has drawn on the seven basic references which make up the bulk of the ERIC/CRIER document collection. A brief description of each reference is provided below:

ERIC/CRIER BASIC REFERENCE NUMBER 1

Published Research Literature in Reading, 1950-1963, (ED 012 834)

Presents 1,913 citations and annotations on published research literature in reading taken from the annual summaries of investigations in reading compiled on a yearly basis by the Reading Research Center of the University of Chicago. Complete bibliographic data for the journal sources used to compile the listing are given.

The entries are arranged alphabetically by author in yearly segments.

This reference can be purchased from the ERIC Document Reproduction Service--known as EDRS--(See Appendix A for complete ordering information) in microfiche or hard copy reproductions.[2] (Microfiche $1.50 and hard copy $19.90). The ED number listed above must be used in ordering the reference.

The documents reported from this reference have appeared in the published journal literature for the most part and are available in libraries with good journal collections. The documents included from this reference will have the form of the following sample when they appear in the bibliography.

> 4577
> Burrows, Alvina Treut and Lourie, Zyra. "When 'Two Vowels Go Walking,'" The Reading Teacher, 17 (November 1963) 79-82.

Note that a four digit number precedes each of the above document citations. This is the ERIC/CRIER identification number for that document. This number can also serve to identify documents from this reference. Documents from Published Research Literature in Reading, 1950-1963 will have numbers from 2882 to 4803 inclusive.

ERIC/CRIER BASIC REFERENCE NUMBER 2

> Published Research Literature in Reading, 1964-1966, (ED 013 969).
>
> Presents 849 citations and annotations on published research literature in reading taken from the annual summaries of investigations in reading compiled on a yearly basis by the Reading Research Center of the University of Chicago.
>
> This reference can be purchased from the ERIC Document Reproduction Service in microfiche or hard copy. (Microfiche $0.75 and hard copy $9.10). The ED number listed above must be used in ordering the reference.

---

[2]A microfiche (MF) is a 4" x 6" film card which contains up to 60 pages of text and must be read in a microfiche reading. Hard copy (HC) is a 6" x 8" reproduction, about 70 percent as large as the original text.

The documents reported from this reference have appeared in the published journal literature and are also available in libraries which have good journal collections. The documents selected from this reference will appear in the same form as those cited for Basic Reference Number 1.

Note that a four digit ERIC/CRIER identification number also precedes each of the above document citations. Documents from Published Research Literature in Reading, 1964-1966 will have numbers from 4804 to 5345 inclusive for the years 1964-1966 and numbers from 6253 to 6562 inclusive from the year 1966-1967.

ERIC/CRIER BASIC REFERENCE NUMBER 3

USOE Sponsored Research on Reading, (ED 016 603).

> Provides a listing of important research completed on reading and closely related topics. Relevant issues of Research in Education and Office of Education Research Reports, 1956-65 were reviewed and documents which discussed research on reading and allied topics selected for inclusion. The bibliography provides a comprehensive review of all USOE projects on reading funded by the Bureau of Research since its inception in 1956. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the document. All documents are available from the ERIC Document Reproduction Service. Complete information on microfiche and hard copy prices is included with each document along with the ED number necessary for ordering the document.

This reference can be purchased from EDRS in microfiche or hard copy. (Microfiche $0.50 and hard copy $5.30). The ED number listed above must be used in ordering this reference.

The documents reported from this reference have been taken from a more extensive collection reporting USOE sponsored research in all areas of education.[3] All documents listed from this reference can be ordered

---

[3]The complete collection is titled: Office of Education Research Reports, 1956-65, Indexes (OE-12028) $2.00, and Office of Education Research Reports, 1956-65, Resumes (OE-12029) $1.75. Both can be ordered by sending a check or money order to: Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402

from EDRS in microfiche or hard copy using the ED number and prices given with each document. No documents from this Basic Reference are included in the bibliography on word lists.

ERIC/CRIER BASIC REFERENCE NUMBER 4

Recent Doctoral Dissertation Research in Reading, (ED 012 693).

Lists dissertations completed in colleges and universities since 1960 in the areas of preschool, elementary, secondary, college, and adult reading. Relevant issues of Dissertation Abstracts were reviewed, and dissertations on reading were noted. A comprehensive analytical abstract was prepared by a professional in reading who worked from the summary reported for each dissertation. As much information as possible on the procedures, design, and conclusions of each investigation was included in the abstract. Each entry includes complete bibliographic data. Three hundred seventy-nine theses are listed alphabetically by the author's last name.

This reference can be purchased from the ERIC Document Reproduction Service in microfiche or hard copy. (Microfiche $2.00 and hard copy $11.05). The ED number listed above must be used in ordering the reference.

Copies of the documents reported from this reference can be ordered from University Microfilms, Ann Arbor, Michigan in positive microfilm or hardbound xerographic form.

The order number and microfilm and xerography prices are included with the citation data for each entry in the bibliography. The order number and author's name must accompany requests for dissertations. Orders should be sent to: University Microfilms, A Xerox Company, 300 North Zeeb Road, Ann Arbor, Michigan 48106. There is a minimum charge of $3.00 for any order plus shipping and handling charges and any applicable taxes. Payments should not be sent with orders; the purchaser will be billed at the time of shipment. Further information on ordering dissertations can be obtained by writing University Microfilms. The documents included from this reference will have the form of the following sample when they appear in the bibliography:

7008
Stocker, Leonard Philip. A Word List to Be Employed with the Dale-Chall Readability Formula for the Appraisal of Readability Levels of Catholic Materials. 247p. (Ph.D., Fordham University, 1967) Dissertation Abstracts, 28, No. 11, 4496-A. Order No. 68-3722, microfilm $3.20, xerography $11.25 from University Microfilms.

The four digit ERIC/CRIER identification number preceding each document serves to identify items from this reference. Documents from Recent Doctoral Dissertation Research in Reading will have numbers from 5348 to 5727 inclusive and 6707 to 7051 inclusive. Dissertations without ERIC/CRIER identification numbers are too recent to have been completely processed at the Clearinghouse, but are also available from University Microfilms.

ERIC/CRIER BASIC REFERENCE NUMBER 5

International Reading Association Conference Proceedings Reports on Elementary Reading, (ED 013 197).

Lists the important papers published in the yearly conference proceedings of the International Reading Association in Elementary Reading since 1960. The complete text of each paper is provided. The 345 papers are presented within the following categories--(1) The Objectives and Goals in Reading, (2) Reading Programs, (3) Teacher Education, (4) Reading Materials, (5) Methods and Grouping, (6) Reading Skills, (7) Early Reading Instruction, (8) Pre-School Reading, (9) Reading Readiness, (10) Reading in the Content Areas, (11) Reading and the Bilingual Child, (12) First-Grade Reading, (13) Linguistics and Reading Instruction, (14) Reading and the Disadvantaged, (15) Reading in Other Countries, and (16) The Diagnosis and Treatment of Reading Difficulty.

This reference can be purchased in microfiche and hard copy from the ERIC Document Reproduction Service (Microfiche $4.25 and hard copy $56.85).

The documents contained in this reference can be ordered only as a complete unit from the ERIC Document Reproduction Service. The ED number listed above must be used in ordering the document collection. No documents from this Basic Reference are included in the bibliography on word lists.

ERIC/CRIER BASIC REFERENCE NUMBER 6

International Reading Association Conference Proceedings Reports on Secondary Reading, (ED 012 185).

Lists the important papers on junior and senior high school reading published in the yearly conference proceedings of the Association since 1960. The complete text of each paper is provided. The papers are presented within the following categories--(1) Reading Programs, (2) Reading Personnel, (3) Methods and Grouping, (4) Developing Reading Skills, (5) Materials, (6) Reading and Content Areas, (7) Developing Interests and Tastes, (8) Linguistics and the Teaching of Reading, (9) The Library and the Reading Program, (10) Reading and the Bilingual Student, (11) Reading and the Disadvantaged, and (12) The Diagnosis and Treatment of Reading Difficulties.

This reference can be purchased in microfiche or hard copy from the ERIC Document Reproduction Service (Microfiche $2.25 and hard copy $29.00).

The documents contained in this reference can be ordered only as a complete unit from EDRS. The ED number listed above must be used in ordering the document collection. No documents from this Basic Reference are included in the bibliography on word lists.

ERIC/CRIER BASIC REFERENCE NUMBER 7

Published Research Literature in Reading, 1900-1949, (ED 013 970).

Presents 2,883 citations and annotations on published research literature in reading taken from the annual summaries of investigations in reading compiled on a yearly basis by the Reading Research Center of the University of Chicago. Complete bibliographic data for the journal sources used to compile the listings are given. The entries are arranged alphabetically by author in yearly segments. The bibliography covers the complete reading spectrum from preschool to college and adult years and presents research on aspects of reading, including physiology, psychology, sociology, and the teaching of reading. Complete information on the development of the bibliography is included.

This reference can be purchased from the ERIC Document Reproduction Service in microfiche or hard copy. (Microfiche $2.00 and hard copy $24.90).

The documents reported from this reference have been added as a supplementary section to the bibliography to aid the researcher interested

in earlier research on reading word lists. The documents in this reference have appeared in the published journal literature and are available in libraries which have good journal collections. The documents from this reference will have the following form when they appear in the bibliography:

2062
Spache, George. "A Minimum Reading-Spelling Vocabulary for Remedial Work," Journal of Educational Research, 33 (November 1939) 161-74.

2278
Stauffer, Russell G. "A Study of Prefixes in the Thorndike List to Establish a List of Prefixes That Should Be Taught in the Elementary School," Journal of Educational Research, 35 (February 1942) 453-58.

Note that an ERIC/CRIER identification number precedes each of the above document citations. This number serves to identify documents from this reference. Documents from Published Research Literature in Reading, 1900-1949 will have numbers from 2 to 2883 inclusive.

Purpose of the Bibliography

Numerous requests are received at ERIC/CRIER for information on a variety of topics. Since each request cannot be handled individually because of the cost and time involved in custom searches of the document collection, the more frequently requested topics are given special attention by the Clearinghouse staff. A bibliography is subsequently prepared and made available to users of the ERIC system through the ERIC Document Reproduction Service, The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Copies of the bibliography are available in microfiche (MF) or hard copy (HC).

Updating the Bibliography

Any bibliography quickly becomes dated. Therefore, additional searching on word lists will be necessary in order to include recent docu-

ments not listed herein. Users are encouraged to search the usual abstracting and indexing tools such as Education Index, Sociological Abstracts, Psychological Abstracts, and Current Index to Journals in Education to gather recent published literature. Current issues of Dissertation Abstracts will alert the user to appropriate doctoral dissertations. Research in Education is the best possible source of new USOE reports. IRA Conference Proceedings are usually available in a local library and occasionally in Research in Education.

ERIC/CRIER STAFF

Administrators

Leo C. Fay

Edward G. Summers

James L. Laffey

Larry A. Harris

Administrative Secretary

Mrs. Miriam Griffith

Secretaries

Mrs. Randi Richardson

Mrs. Jacqueline Clemenson

Miss Sue Ellen Logsdon

Publications Coordinator

Mrs. Cathy Siffin

Publications Editor

Mrs. Gail Kelly

Systems Director

Charles Davis

Research Associate

Mrs. Marcia Baghban

Director of Documentation

Mrs. Bonnie Davis

Supervisor of Documentation

Mrs. Billie Strunk

Document Analysts

Wayne Berridge

Miss Jane Burton

Mrs. ChloeAnn Miller

Ronald Trull

Miss Mary Dunn

Part I

Recent Information on Word Lists, 1950 Onward

6264
Bailey, Mildred Hart. "The Utility of Phonic Generalizations in Grades One through Six," The Reading Teacher, 20 (February 1967) 413-18.

The utility of phonic generalizations in reading instruction was studied. Forty-five phonic generalizations identified by Clymer were applied to a vocabulary list of words encountered in reading in grades 1 through 6. Despite the lack of scientific or widely accepted criteria for judging the results of the study, conclusions and recommendations are given. A list of the generalizations, which includes the number of incidents, words conforming, and exceptions and the percentage of utility for each generalization, is provided.

4043
Bloomer, Richard H. "Concepts of Meaning and the Reading and Spelling Difficulty of Words," Journal of Educational Research, 54 (January 1961) 178-82.

Some difficulties in the communication processes of reading and spelling were investigated. Three points of view were considered as variables: multiordinality as concerned with accuracy of meaning, concreteness of the significate as it relates to the specifiability of meaning, and familiarity with the symbol as it relates to familiarity with the significate. The sample for the study consisted of 149 words selected at random from The New Iowa Spelling Scale. Multiordinality was established through dictionary meanings. Concreteness was measured by modal response of five graduate student judges, and frequency of occurrence was determined from the total frequency reported by Rinsland in his Basic Vocabulary of Elementary School Children. Correlations were run between all the variables and between each variable and reading and spelling difficulty. References are included.

4188
Bloomer, Richard H. "Connotative Meaning and the Reading and Spelling Difficulty of Words," The Journal of Educational Research, 55 (November 1961) 107-12.

The relationship between the emotional intensity and emotional tone of words and the spelling and reading difficulty of these words was examined. One hundred and forty-nine words, which also appeared in the Gates "Spelling Difficulties in 3,876 Words," were randomly selected from "The New Iowa Spelling Scale" by Greene. The emotional tone of a word was used as a measure of the positiveness or negativeness of its meaning. Forty-five college juniors marked whether they felt the words were positive or negative. The emotional intensity

of a word was a measure of the stimulus strength of the meaning. Forty-seven students judged whether they felt the words were strong or weak. The length of a word and the frequency of its occurrence were also considered. There was no relationship between emotional tone and spelling difficulty. There was a positive relationship between the grade level at which 50 percent of the words were spelled and intensity. There was a tendency for intense words to be slightly more difficult to learn to spell than nonintense words. References are given.

3697
Bolling, Rexford W. "An Analysis of 1,392 Words That Retarded Readers Could Not Identify in a Silent Reading Activity," Journal of Educational Research, 51 (February 1958) 453-58.

A comparison was made of elements in words which offered difficulty to a group of retarded readers, with common word elements at their chronological reading levels. Thirty-one children, from grades 4 to 6, in a remedial reading class in California were asked to write words they did not know while reading silently. The class met 40 minutes per session twice a week for 7 weeks. The Readers Digest, Children's Edition, for grades 4, 5, and 6, was analyzed by noting the number of suffixes per 100 words. An additional standard was used. The average number of pages for each letter in "Webster's Collegiate Dictionary" was counted, and the percentages of the various alphabetical letter beginnings were found. A percentage distribution according to alphabetical beginnings and the number of suffixes was tabulated, and the number of syllables were analyzed for the number of words tabulated. Names were eliminated. Correlation, percentage, and raw scores were used to analyze the data. The beginning letters "a," "e," "c," and "p" offered difficulty, as did suffixes and multisyllabic words. There was a drop in the frequency of asking words as a child became better able to read them; however, no relationship was found between the number of words a child asked and his gain on the test. Other conclusions, tables, and one reference are included.

3300
Borreca, Frank, Burger, Robert, Goldstein, Irwin, and Simches, Raphael. "A Functional Core Vocabulary for Slow Learners," American Journal of Mental Deficiency, 58 (October 1953) 273-300.

A functional core vocabulary for slow learners, designed to correct some of the limitations of the standard word lists for use with these pupils, is presented. Suggestions for its use extending to groups with IQ's of 50 or below are given. The list is not devised to establish grade levels for words but to reflect experience levels in keeping with the social maturity of slow learners, despite their

academic retardation. The first five cores have two lists arranged in alphabetical order. One of these is a list of essential words for the studying of the core; the other is a list of words taken from the standard word lists that aid in verbalizing the core experiences. These are called standard lists. The latter three cores for slow learning adolescents each contain a core list and a specialized vocational list instead of the standard list words. References are given.

3174
Bou, Ismael Rodriguez. "Spanish Word Count of the Superior Educational Council of the University of Puerto Rico," Journal of Educational Research, 46 (April 1953) 609-13.

Prior to the word count reported here, the only useful Spanish word count was one prepared by Buchanan which included 1,200,000 running words taken almost wholly from literary sources. The objectives of this word count were (1) to expand the kinds of sources from which words are obtained, (2) to give adequate representation to oral vocabulary and to the vocabulary of contemporary scientific developments, and (3) to help in the establishment of vocabulary norms for writing readers adapted to the needs of Spanish-speaking children in general and of Puerto Rican children in particular. A vocabulary of expression, a vocabulary of recognition, and a vocabulary proper for the elementary grades were identified and obtained from the following sources -- oral vocabulary, free and controlled association, written composition, Rodriguez and Casanova's Word Count, newspapers, radio, religious material, Buchanan's Word Count, basic readers, and supplementary reading books. Although made in Puerto Rico, the count sampled the Spanish language in general and was drawn from a wide sampling of contemporary communications and millions of words taken from children's oral expression.

4577
Burrows, Alvina Treut and Lourie, Zyra. "When Two Vowels Go Walking," The Reading Teacher, 17 (November 1963) 79-82.

A review of references and research related to the occurrence of two vowels together is presented. An analysis was made of the 5,000 words of highest frequency from the Rinsland list in order to test the validity of the two-vowels-together rule. A total of 1,728 words were found to have two adjacent vowels. Of this number only 668 followed the first-vowel-sound-long and the second-vowel-silent pattern. A breakdown of the application of the vowel rule is included for the following combinations: ea, ie, ee followed by r, and ia. References are included.

5074
Card, William and McDavid, Virginia. "English Words of Very High Frequency," College English, 25 (May 1966) 596-604.

The bias of the frequency of the 122 most commonly used English words was studied. The method used to assemble this data is described fully. The most frequently used words were taken from the following sources: a dissertation by George K. Monroe, "Phonemic Transcription of Graphic Postbase Affixes in English"; Godfrey Dewey, "Relative Frequency of English Speech Sounds"; Miles L. Hanley, "Word Index to James Joyce's Ulysses"; and Henry D. Rinsland, "A Basic Vocabulary of Elementary School Children." All but the Rinsland list were taken from adult reading material. Words were arranged in rank order. The frequencies of the various studies were recorded, and chi-square was used to determine the differences in frequency. Data were compared according to specific words as well as according to structure words. Results indicated that structure words of English origin bulked large in a typical corpus. References are included.

5075
Card, William and McDavid, Virginia. "Frequencies of Structure Words in the Writing of Children and Adults," Elementary English, 42 (December 1965) 878-82, 894.

The relative frequency of various structure words in children's writing was compared with the frequency of the same words in adult writing. Five hundred and one words most frequently used by children were taken from Rinsland's "A Basic Vocabulary of Elementary School Children." A list of the 500 most frequently used adult words was derived from Dewey's "Relative Frequency of English Speech Sounds" and from Horn's "A Basic Writing Vocabulary." Rank order was used to analyze the data. Similarities and discrepancies between the lists are discussed. The structural possibilities of language seemed to be more fully explored in adult writing. Tables and references are included.

2894
Carrigan, Mary D. "Children's Knowledge of Words in Readers," Studies in Reading, 1 (1948) 135.

An informal vocabulary test investigated the percentage of words found in beginning readers which 100 5-year-olds (53 boys and 47 girls) in eight Glasgow schools understood. Results indicated that the average child knew 76.5 percent. Some students knew the entire list. Others knew less than one-half of the words. It was also noted that at the testing stage (about half-way through first grade), the readers had had no effect on the children's vocabularies. No significant

differences were found in word recognition between students whose readers included a test word and those whose readers did not.

4852
Edwards, R. P. A. and Gibbon, Vivian. Words Your Children Use. (London: Burke Publishing Company, Ltd., 1964) 109p.

A survey of British children's written vocabulary during the first three years of school is given. Over 2,100 5+- , 6+- and 7+- year-old children of varying abilities from 45 schools in Leicestershire, England, were used. The product of the percentage of children in the sample using the word and the average use per child was employed in arriving at a popularity index for the various words. A vocabulary of nearly 3,000 words is arranged in two lists, one alphabetical and one in order of popularity among children of 5+, 6+, and 7+. A comparison of the American studies of Thorndike and Lorge, Rinsland, Gates, and Dolch and the present British study, with respect to sampling, method, and findings, is given. Analysis of words appearing in major British reading schemes and in the present study is presented. Recommendations for use of vocabulary information are included. References are given.

6332
Emans, Robert. "The Usefulness of Phonic Generalizations above the Primary Grades," The Reading Teacher, 20 (February 1967) 419-25.

A check of spellings, phonetic respelling, and syllabic division of a random sample of 1,944 words beyond the primary level was analyzed for percentage of utility for each of 45 phonics generalizations. The vocabulary was chosen from the Teacher's Word Book of 30,000 Words by Thorndike and Lorge. Results showed that only three generalizations met the criteria on words beyond the fourth-grade level, while a previous study indicated that 18 of the 45 generalizations met the criteria within the primary level. Findings suggested that different generalizations may need to be learned at different levels of schooling. Further study under controlled experimental conditions is recommended. References are included.

4404
Fitzgerald, James A. "An Integrating Basic Communication Vocabulary," Elementary English, 40 (March 1963) 283-89.

An integrating core vocabulary for listening, speaking, reading, writing, spelling, and handwriting, useful in communication and basic for further vocabulary development, is presented. Five hundred of the

most common words on Madeline Horn's kindergarten list of the spoken vocabulary of young children before entering the first grade were compared with the 500 most frequently used words of the Gates vocabulary for primary reading. Six hundred and forty-four words were derived. The frequency credits for each of the 644 words were checked in each of the following: Madeline Horn's spoken vocabulary of 2,596 words, the Gates primary reading list of 1,811 words, the McKee-Fitzgerald vocabulary of children's letters written principally outside the school, the Rinsland vocabulary of school compositions, the Dolch basic sight vocabulary, Ernest Horn's vocabulary of adult writing, and the Thorndike-Lorge reading vocabulary. A list of the core vocabulary words with the frequency credits is included.

3725
Fry, Edward. "Developing a Word List for Remedial Reading," Elementary English, 34 (November 1957) 456-58.

A list of 600 Instant Words, for use with remedial readers, was divided into groups of 25 words organized in descending order of usage frequency. To select the most frequently used words, several scientific word counts, such as the Thorndike-Lorge First Five Hundred, the Rinsland List, and the Faucett List, were used. Further reference was made to studies done by Fitzpatrick and to Dolch's word list. Personal experience as a remedial teacher was utilized in editing the word lists and in avoiding a purely mechanical word count including nouns of restricted use. The Instant Words list and references are included.

4069
Fullmer, Daniel W. and Kolson, Clifford J. "A Beginning Reading Vocabulary," Journal of Educational Research, 54 (March 1961) 270-72.

The steps taken in developing a beginning reading word list are reported. Nine items were set as criteria for developing a list of words. A tabulation was made of the frequency of occurrence of individual words in 11 basal reading series which included a total of 45 preprimers, primers, and first readers published between 1954 and 1959. The total list of 184 words was divided into 51 lists, based upon the degree of frequency of use in the selected readers. Correlation was made with the International Kindergarten Union List and the Dolch Basic Sight Vocabulary. Possible applications for testing, teaching, and preventive instruction are listed. Materials basic to the study and selected references are included.

3200
Gammon, Agnes L. "Comprehension of Words with Multiple Meanings," California Journal of Educational Research, 3 (November 1952) 228-32.

The purposes of the investigation were (1) to identify words with multiple meanings found in reading textbooks at the first-, second-, and third-grade levels; (2) to determine some of the problems children have in reading and understanding these words; and (3) to suggest techniques to aid in teaching words with multiple meanings. Three series of textbooks were selected on the basis of vocabulary range, popularity frequency of use, author's qualifications as an educator, and the degree of ease with which the books could be read. The books were checked for words with multiple meanings. Tests were constructed which required students to check pictures with different marks to indicate meaning. The test for grade 1 contained 24 words with 66 meanings; the grade-2 test contained 36 words with 100 meanings; the grade-3 test included 48 words with 132 meanings. No slow learning pupils were tested. Subjects were 40 first graders, 55 second graders, and 80 third graders. The range of number correct for grade 1 was 24 to 58; for grade 2, 43 to 96; and for grade 3, 51 to 112. References are included.

4229
Gates, Arthur I. "Vocabulary Control in Basal Reading Material," Reading Teacher, 15 (November 1961) 81-85.

Two studies are described in which the ability of pupils to work out the recognition and meaning of words previously introduced in a basal series was compared with their ability to handle the "new" words introduced in later books in the same series. Subjects in the first study were 310 pupils near the end of grade 3 in four New York City public schools. The "Reading Puzzle," a test consisting of 40 exercises based on "old" words from the Macmillan third-grade reader and "new" words from the fourth-grade reader, was administered to the students. It was found that the third-grade students were able to recognize the "new" fourth-grade words as easily as the "old" words which they had previously studied. A second study involving 55 third graders and 47 second graders in New York City produced similar results. Word recognition skills and implications of this study for teachers and for publishers of basal series are discussed. Tables are included.

4230
Gates, Arthur I. "The Word Recognition Ability and the Reading Vocabulary of Second- and Third-Grade Children," The Reading Teacher, 15 (May 1962) 443-48.

A study of second graders' word recognition ability and reading vocabulary, designed as a follow up to a similar study of third graders, is described. Subjects were two New York City public school second-grade classes just finishing their work with the grade-2 Macmillan Readers. A 42-question multiple-choice test was administered to the subjects to determine their ability to recognize and understand 14 "old" words from the second-grade readers, 14 "new" words from the third-grade level, and 14 "new" words from the fourth-grade level. Results indicating a high level of competence among all the students are reported. It is noted that lower scores on the second-grade words were accompanied by succeedingly lower third- and fourth-grade word scores. A general discussion of vocabulary control in basal readers and a rebuttal against the arguments of two critics of current practices in the teaching of reading, Arthur S. Trace, Jr. and Charles C. Walcutt, are included. A table and references are given.

2908
Gentry, Lillian. "A Study of the Vocabulary Load of Sixty-Six Pre-Primers," Journal of Educational Research, 43 (March 1950) 525-32.

Sixty-six preprimers were examined for a vocabulary load of 600 different words. Each word was checked against frequency of use, and a total of 250 words appeared in three or more primers. These words were then used as the common word list. Another check showed that the first 125 words appeared in nine or more preprimers. The second 125 words appeared in nine or fewer preprimers. The books were arranged in order of rank based on the percentage of words found in the three categories and on the appearance of words outside the common word list. The books were arranged according to vocabulary load. The results should help kindergarten and first-grade teachers to plan for developing pupil vocabulary for continuous reading development. Findings are charted in six tables for easy use by teachers.

3407
Hall, John F. "Learning As a Function of Word Frequency," American Journal of Psychology, 67 (March 1954) 138-40.

The relationship between word frequency and recall was studied. The Teacher's Word Book of 30,000 Words was used as the guide in the selection of words. Four word lists, each containing 20 words and organized by frequency count, were used to represent a range of more than the 10,000 most frequently used words. The words were selected by a table of random numbers and are listed in the article. Two hundred and twenty-seven students in nine groups of 20 to 30 were recruited from introductory psychology classes at Pennsylvania State University. By means of a slide projector, each word was presented for 5 seconds.

Four presentations were made with a 30-second rest period between each trial. After the last trial, the students were given 5 minutes to print as many of the presented words as they could. Performance was measured by the number of words that each student wrote correctly. Misspellings and variants of the word were not counted. The results confirm the hypothesis that, within limits, the more frequently a word appears in the language, the more readily it is recognized. These results suggest that the Thorndike-Lorge word count could be used to calibrate words used in learning experiments. A table is included.

4241
Haspiel, George S. and Bloomer, Richard H. "Maximum Auditory Perception (MAP) Word List," Journal of Speech and Hearing Disorders, 26 (May 1961) 156-63.

The need for an ordered vocabulary designed to train children with a hearing loss to hear the differences between phonetic elements and between words is discussed. A definition of the Maximum Auditory Perception (MAP) Word List is given, and its usefulness in permitting the clinician to develop those skills necessary to distinguish between phonetic elements in word combinations is noted. The sequence of sounds is based on discriminability, developmental order, and frequency of occurrence. The selection of words on the MAP Word List and its applications are discussed. An alphabetically arranged copy of the MAP Word List and references are included.

3853
Horn, Thomas D. "What's New in Words These Days?," Education, 79 (December 1958) 203-05.

In an effort to identify words new to written communication a simple tabulation was made of words contained in letters to the editors of eight periodicals: Saturday Evening Post, Time, Ladies Home Journal, Des Moines Register, San Francisco Chronicle, Dallas Morning News, Life, and the New York Times. All words were recorded as written, and one-quarter of a million running words were tabulated. A frequency of one was found for 39 percent of the total number of words. Words were checked against Webster's International Dictionaries of 1923 and 1927. Words not found in these two volumes were checked against the lists in the 1956 copyright of Webster's New International Dictionary. Words not found in the dictionaries were classified into four groups: new words, words formed by affixation, words formed by compounding, and nonce forms. Seven new words had a frequency of 10 or more, and 17 words had frequencies of from two to nine. New meanings for existing words and extensions of existing meanings and words

have increased the usability of everyday language. It was concluded that new words are appearing in the language, but the total number and frequency are small. Spelling needs are related to the findings. Twelve references are included.

4249
Johnson, Glenn R. "A Core Vocabulary Study in the Elementary Grades," Elementary English, 39 (May 1962) 470-73.

A study to determine the central core vocabulary used in the reading program of basic readers for grades 1 through 6 and to determine the overlap in vocabulary between publishing companies is reported. Seven reading series were examined. A comparison was made of the words which occurred in more than one series for the first, second, and third grades. This was not done for the fourth through sixth grades, because the words reappeared so seldom. It was shown that there was very little overlap of vocabulary between publishing companies. Recommendations for using the findings are given. A listing of the words appearing in five or more series at the first- through third-grade levels is provided.

3118
Johnson, Mary E. "The Vocabulary Difficulty of Content Subjects in Grade Five," Elementary English, 29 (May 1952) 277-80.

The understanding of vocabulary in six content fields--arithmetic, geography, history, science, health, and literature--by fifth-grade children in the towns of Hampton and Phoebus, Virginia, was studied. A vocabulary test of 150 multiple-choice items using from one to five meanings per word was constructed from a list of 1,500 fairly difficult words found in fifth-grade textbooks. Words used in the test were checked against the Thorndike List of 30,000 words and against Luella Cole's Technical Vocabulary List. After a preliminary tryout, the test was revised and administered to 684 fifth-grade pupils. The data were analyzed for number of correct responses on each item, relative order of difficulty of words in each of the content areas, and relative order of difficulty of the six subject matter areas. It was concluded from the test results that a program of word enrichment was needed for the understanding of textbooks used in the content subjects, because the pupils tested did not seem to be equipped to deal with the vocabularies of the various fields. Tables and references are given.

2957
Jude, Sister. "Six- and Seven-Year-Old Children's Acquaintance with the Vocabulary of Comics," Studies in Reading, 1 (1948) 173-210.

An investigation of the vocabulary content of comics read by 6- to 7-year-old children was conducted to determine its effects on a child's vocabulary growth. The outer and middle picture pages of six of the most popular children's comics were sampled, two for 3 consecutive weeks, four for 1 week. A word count indicated an average of 2,000 words per comic. This list was compared with Vernon's "Vocabulary of Scottish Children Entering School" and "Word Counts of Infant Readers." Seventy-five percent of all words were on the two lists. The use of slang, misspelled words, and onomatopoeia was slight, a 7 percent total amount. Nouns and verbs predominated. Five lists of 100 sample words selected from the original 2,000 were read by 500 6- to 7-year-old children. Results indicated 30 easy words (recognized by 90 percent of readers), a large majority of moderately difficult words (known to most of the readers), and a small number of difficult words (known to less than 10 percent of the readers). It was concluded that the vocabulary of comics is closely related to the child's stage of articulation and vocabulary development and that it can provide a natural beginning for vocabulary extension. Word lists and children's responses are included. A bibliography is given.

2928
Kearney, Nolan C. "An Analysis of the Vocabulary of First Grade Reading Material," Journal of Educational Research, 43 (March 1950) 481-93.

One hundred and twenty-one first-grade readers, including 42 preprimers, 38 primers, and 41 first-grade readers, published between 1930 and 1940 were compared for vocabulary control. A list of 568,301 running words was compiled. Of these, 546,298 were used in sentences. In all, 2,691 different words were used in 121 books. All hyphenated words were considered single words. Compound words were considered two words. Phonetic sounds such as m-m-m, z-z-z, and moo-oo-oo, were accepted as words and were counted in the total running words. Numbers not wirtten out were considered words. Abbreviations and initials of names were counted as words. Words adding s, es, 's, s', and ed were counted as different forms of the same word. There was rather widespread agreement that reading should be limited to certain words and that a high degree of repetition is desirable. Tables are included.

4093
Kerfoot, James F. "The Vocabulary in Primary Arithmetic Texts," The Reading Teacher, 14 (January 1961) 177-80.

The problem of vocabulary in arithmetic texts is reviewed. Arithmetic word lists for the first and second grades were compiled, and six arithmetic textbook series were examined to determine which words appeared so frequently as to be considered basic. A list of words which appeared in at least three textbooks and had a total frequency of 10 or above was developed. To determine vocabulary difficulty, each word in the list was checked with two lists of words considered easy for children, the Dale List of 769 Easy Words, and the revised Gates List of Vocabulary for the Primary Grades. A list of 49 words which appeared in either the Gates or the Dale list was compiled for the first grade. A second-grade list of 370 words was developed, and sixty-two of these words did not appear in either the Gates list or the Dale list. A reference and the word lists are included.

3225
Kyte, George C. "A Core Vocabulary in the Language Arts," Phi Delta Kappan, 34 (March 1953) 231-34.

This investigation was conducted to determine the core vocabulary needed for various instructional programs. Combined into one list are the 500 most frequently used words in the Horn list of commonly written words, the first 500 words in the Thorndike-Lorge list commonly occurring in reading materials, and the 500 words most commonly used from the Rinsland list of elementary school children's writing vocabularies. The list of 663 words is included. A code for interpreting the list for instructional use is also included and explained.

4676
Lakdawala, U. T. "The Basic Vocabulary of Gujarati Children at the Age of 13 Plus," Journal of Education and Psychology, 21 (October 1963) 41-51.

The recognition vocabulary and the reproduction vocabulary of Gujarati children at age 13+ were identified. Subjects were 455 students from 41 schools in three different areas: rural, urban, and Bombay city. Recognition vocabulary was drawn from the six text books sanctioned by the Education Department for Standard VII. Reproduction vocabulary was discovered through composition-questionnaires, in which pupils were to write one essay and one story in an hour. Their compositions were then analyzed. Results indicated that

the recognition vocabulary and the reproduction vocabulary of these students consisted of 5,835 and 8,570 words respectively. Findings of the word counts and implications for teachers and educators are discussed. Tables are included.

3420
Lepley, William M. "The Rationale, Construction, and Preliminary Try-Out of the Synonym Vocabulary Test," The Journal of Psychology, 39 (January 1955) 215-25.

The rationale, construction, and preliminary tryout of the Synonym Vocabulary Test are discussed. Eighty stem words were chosen and divided into 16 matching-type items. Each item contained five stem words chosen for high frequency of use. Response words were chosen carefully in order to remove all response-word overlap and in such a fashion as to attempt to maximize the range of difficulty within each item. The adequacy of format and of instructions was tested on 98 undergraduates. Form I (Experimental) with revised instructions was assembled and administered to 306 students with no time limit in order to determine the instrument's reliability characteristics. The product-moment correlation between the two arrays and correlations with final examination grades (.32 with a standard error of .06) and with course grades (.52 with a standard error of .08) were computed. An item analysis and revision were conducted. Form I consisted of rearranging the order of the 16 matching-type items of Form I (Experimental) and dividing the new arrangement into Parts A and B. With the population used, the test appeared to have a reliability of approximately .97. The procedures used, tables, and references are included.

3131
Maclatchy, Josephine H. and Wardwell, Frances R. "A List of Common Words for First Grade," Educational Research Bulletin, 30 (September 12, 1951) 151-59.

Fifty-four preprimers, 28 primers, and 29 first readers of 25 basic reading series commonly used throughout the United States were analyzed and rated according to vocabulary difficulty. Various inflected forms of words and their use as different parts of speech were considered. Of the 1,459 different words found, 321 were used in the preprimers, 505 appeared in the primers, and 633 were found in the first readers. A list of the 150 preprimer words used in more than 70 percent of the first readers studied is presented under four headings -- those that occur in (1) all primers and all first readers, (2) all first readers, (3) more than 70 percent of the primers and of the first readers, and (4) more than 70 percent of the first

readers and less than 70 percent of the primers. Of these 150 first-grade words, 116 appear in Dolch's Basic Sight Vocabulary of 220 Words. The words of the list are also classified by parts of speech. It is suggested that the data presented may be useful for evaluating the difficulty of first-grade books. Two references are given.

3336
Malsbary, Dean R. "A Study of the Terms That People Need to Understand in Order to Comprehend and Interpret the Business and Economic News Available through the Mass Media," Studies in Education, Thesis Abstract Series, No. 4, 199-204. (Bloomington: School of Education, Indiana University, 1952).

A three-phase study to identify the terms people should understand in order to comprehend and interpret business and economic news available through the mass media is reported. Sources of business and economic news used by parents of senior high school students in Bloomington, Indiana, were determined by a questionnaire. The parents who completed and returned 144 questionnaires obtained news regularly from 263 sources. These parents relied on newspapers more than on periodicals, and they read business and economic news relating to government and consumers more than other news of a business or economic nature. An alphabetical frequency list of business and economic terms was derived from 112 issues of newspapers, periodicals, and newscasts. Student understanding of 100 selected business and economic terms was measured by a multiple-choice test which was administered to 222 high school seniors. Measures of central tendency and percentage were used to analyze the data. Eleven terms were understood by 90 percent of the students. Seventy-nine terms were understood by 50 percent of the students. There was some relationship between the frequency of term occurrence and student understanding. Conclusions and recommendations are presented.

2935
McAllister, Anne H. "Vocabulary, Readers, and Basic English," Studies in Reading, 1 (1948) 136.

The words in beginning readers, the commoner words in speech vocabulary, and the 850 words in basic English were studied to acquire a sample of the speech used by different children. Results indicated a 62.4 percent proportion of basic English words in the speech vocabulary and a 49.1 percent proportion among the 590 words most commonly found in readers. Data tables of consonant distribution in the words of each list are included.

2936
McCallien, Catherine. "Phonetic Analysis of Word Lists of Vocabulary, Readers and Basic English," Studies in Reading, 1 (1948) 137-71.

A series of tables presenting an analysis of the consonants contained in the commoner words of Vernon's Speech Vocabulary, the Readers (used in Glasgow study under P. E. Vernon) and Ogden's "Basic English" are presented. There was a more frequent use of the sibilants in the Vocabulary than in the Readers of in "Basic English." The consonants in Vernon's Vocabulary follow a pattern noted by M. M. Lewis in "Infant Speech," that is, the preponderance of the "front" consonants diminish in the child's speech as the use of more difficult sounds increases. The Readers based on the phonic system of reading should indicate this change in their phonetic analysis. The study of consonants also reveals a preponderant use of plosives in the Readers, perhaps because of the usefulness of these consonants in building a reading vocabulary of three-letter words.

3766
Murphy, Helen A. "The Spontaneous Speaking Vocabulary of Children in Primary Grades," Journal of Education, 140 (December 1957) 2-104.

The findings of four group studies of the spontaneous speaking vocabulary of children in kindergarten and grades 1, 2, and 3 are summarized. Care was taken to include only words in the speaking vocabulary, and several techniques for stimulating conversation were used. All the children with the exception of two classes from Georgia were from New England. A total of 1,195,098 words was recorded in 70 classrooms. Words that had a total frequency of five or more in grades 1, 2, and 3 were included. A distribution of running count by grades, as well as the number of classrooms, is given. The frequency of each word at each grade level is indicated. Some words on this list but not on previous lists are terms from radio, television, and aviation. A bibliography is included.

5226
Neisser, Ulric and Beller, Henry K. "Searching through Word Lists," British Journal of Psychology, 56 (November 1965) 349-58.

Two 6-week experiments are reported in which subjects searched through lists of words, looking for targets defined only in terms of their meaning. Three hypotheses were tested: (1) scanning would be faster when the target could be distinguished by stimulus examination alone than when its definition required memory examination; (2) all searches for targets defined by stimulus examination alone would be equally fast; and (3) all searches based on meaningfully

defined targets would be equally fast. All three hypotheses were tested by Experiment 1, which involved six scanning conditions. Experiment 2 tested hypothesis 3. For experiment 1, three pools of English words were constructed by a computer. From these, 15 lists of 50 words each were made. There were six experimental conditions and 28 daily sessions. Two males and four females at Harvard Summer School served as subjects. The conditions of Experiment 1 were replicated by Experiment 2. Subjects were 6 undergraduate students from Brandeis University. Data were analyzed by means and percentage of errors. Hypothesis 1 was confirmed. Hypothesis 2 was disconfirmed. Hypothesis 3 was left ambiguous. The existence of operationally distinguishable levels in memory examination was suggested by the subjects' performance on the tests of recognition memory performed after Experiment 1.

4296
Nyman, Patricia, Kearl, Bryant E., and Powers, Richard D. "An Attempt to Shorten the Word List with the Dale-Chall Readability Formula," Educational Research Bulletin, 40 (September 1961) 150-52.

An attempt to systematically shorten the word list used with the Dale-Chall Readability Formula is reported as unsuccessful. The 3,000-word list was shortened by deleting words which, according to the Thorndike-Lorge list, do not appear frequently in literature. Only Dale words which were also among the 1,037 most frequent Thorndike-Lorge words were retained for a new list of 920 words. A readability formula was developed for the new list. Regression statistics were applied to the McCall-Crabbs graded test passages in reading to provide the criterion for testing the effect on precision and predictive power of shortening the word list. The formula used with the 920-word list had lower predictive power and a larger error term on the McCall-Crabbs passages than either the Dale-Chall or the Flesch formula. Table 1 gives the standard errors and coefficients of multiple determination for six readability formulas. References are given in the footnotes.

4960
Olson, Arthur V. "An Analysis of the Vocabulary of Seven Primary Reading Series," Elementary English, 42 (March 1965) 261-64.

An analysis of the vocabulary in seven basal readers commonly used at the preprimer, primer, and first reader level is given. Readers studied were the "Alice and Jerry Basic Readers" (Harper and Row, 1963); "Betts Basic Readers" (American Book Co., 1963); "Ginn Basic Readers" (Ginn and Co., 1961); "New Basic Readers" (Scott Foresman and Co., 1962); "Reading for Meaning Series" (Houghton Mifflin

Co., 1963); "Sheldon Basic Readers" (Allyn and Bacon, Inc., 1963); "Winston Basic Readers" (Holt, Rinehart, and Winston, Inc., 1960). The readers were evaluated on the basis of vocabulary load, introduction of new vocabulary at each level, comparative development of vocabulary, and use of a core vocabulary (Dolch Basic Sight Vocabulary). Great differences in vocabulary control were found among the seven readers. It is recommended that teachers of beginning reading use caution in using cobasals to reexpose a student to vocabulary at this level, in over burdening the student with heavy vocabulary load, and in relying on a basic core vocabulary list to insure transfer from one series to another. Tables are included.

3773
Reeve, Olive R. "The Vocabulary of Seven Primary Reading Series," Elementary English, 35 (April 1958) 237-39.

A study was made of the vocabulary of the basic preprimers, primers, and first readers of seven reading series. All the words introduced in each of the seven series were tabulated; although, proper names of characters, pets, and toys were omitted, and root words and their inflected forms were counted as one word. A total of 633 different words were introduced. A total of 109 words were common to all seven series, and 41 additional words appeared in six of the seven series. A total of 115 new words were introduced in all the basic preprimers of the seven series. Two hundred and thirty-one of the 633 words appeared in only one of the series. The number of words beginning with certain consonants varied, and the number of new words appearing in only one series varied from 4 to 64. Implications for the first-grade teacher are listed. Lists of 109 words common to all series, of 41 words found in six of the series, and of the 115 words a child would meet in the preprimers are included.

4985
Ryan, Thomas J. and Muehl, Siegmar. "Perceptual Recognition of Words by Grade School Children," Perceptual and Motor Skills, 20 (June 1965) 1169-74.

Findings are presented from a study to determine whether a child's word recognition threshold is related to frequency of occurrence and to gather additional evidence with respect to the role of sense bias and sensory information. Forty-three third-grade children were subjects. Ten pilot subjects were randomly selected and assigned to a preliminary reading session; 20 subjects were assigned to Ia. The 13 remaining subjects plus seven of the pilot subjects served in experiment Ib. Frequent and infrequent stimulus words

were presented tachistoscopically to the children. It was clearly demonstrated that infrequent stimulus words required more sensory information than frequent stimulus words before recognition could occur. Lack of a responsive bias was only suggestive, since there was some tendency not to give preresolution responses. Detailed procedural techniques, statistical data, and references are given.

5000
Spielberger, Charles D. and Denny, J. Peter. "Visual Recognition Thresholds As a Function of Verbal Ability and Word Frequency," Journal of Experimental Psychology, 65 (June 1963) 597-602.

Results of a study to evaluate the effects of verbal ability and word frequency on visual recognition thresholds are reported. Thirty-two male Duke University introductory psychology students who scored in the upper and lower 20 percent of the distribution of the Linguistic scale of the American Council on Education Psychological Examination for College Freshmen (ACE), 1949 edition, were studied. Sixteen subjects with ACE raw scores of 62 or below were designated the low verbal ability group; 16 subjects whose scores were 83 or above were designated the high verbal ability group. Twelve words of low, moderate, and high frequency of occurrence in the Thorndike-Lorge word counts were tachistoscopically presented. Inverse relationships were obtained between word frequency and recognition thresholds for both high and low verbal ability subjects. High ability subjects recognized low frequency words more rapidly than low ability subjects. A table, graphs, and references are given.

6502
Stauffer, Russell G. "A Vocabulary Study Comparing Reading, Arithmetic, Health and Science Texts," The Reading Teacher, 20 (November 1966) 141-47.

In order to compare basal reader and textbook vocabularies in three content areas, four separate word counts were made on seven basic reading series and three textbook series each for primary-level science, health, and arithmetic. Word counts were done by education students at the University of Delaware. In reading, words presented for the first time were counted, including variants, compounds, and contractions. In the content areas, every different word in each text was counted, including variants, compounds, and contractions. From these 16 lists, a master vocabulary was derived for each of the four areas. Words were assigned to the level where the greatest number of introductions occurred. Total word counts at different levels were determined, and intralevel and interlevel comparisons were made. Tabulated results show grade level distributions

of different words, common words, vocabulary overlap, and reading words found in content area materials. These results revealed very little overlap of vocabularies between the series in reading and the three content areas, indicating a lack of uniform vocabulary usage in the four areas. A program of word attack skills which emphasizes meaning and phonetic-structural attack and allows students to read independently in different subject matter areas is needed.

7008
Stocker, Leonard Philip. A Word List to Be Employed with the Dale-Chall Readability Formula for the Appraisal of Readability Levels of Catholic Materials. 247p. (Ph.D., Fordham University, 1967) Dissertation Abstracts, 28, No. 11, 4496-A. Order No. 68-3722, microfilm $3.20, xerography $11.25 from University Microfilms.

A list of words was compiled to supplement the Dale list of 3,000 familiar words. The supplement, when used with the Dale list in the Dale-Chall readability formula, should permit a more accurate appraisal of readability levels of Catholic materials. To be eligible for the supplement, words had to be known to at least 80 percent of the pupils in the fourth grade of the nation's Catholic schools. A nationwide survey was undertaken with 6,743 subjects randomly chosen from 136 Catholic elementary schools. Each of the subjects recevied a 30-word test from a series of 22. Each word was tested with approximately 300 subjects. It was found that Catholic fourth graders had acquired a body of words reflecting their religious instruction. Two hundred and four words not on the Dale list were known to 80 percent of the subjects. It was concluded that a list of these 204 words would constitute a valid supplement to the Dale list and thereby facilitate a more accurate appraisal of the readability levels of Catholic materials for the Catholic reader.

3673
Stone, Clarence R. "Measuring Difficulty of Primary Reading Material: A Constructive Criticism of Spache's Measure," Elementary School Journal, 57 (October 1956) 36-41.

The Edgar Dale word list used by Spache for determining the grade level of primary reading material was evaluated. It was suggested that familiarity with spoken language, interest, general configuration, and the probability of meeting the word in a previous situation as well as word length are factors which determine word difficulty. The Dale list was revised by omitting 173 words and inserting 173 words found to be easier on the basis of grade ratings of two previous studies. This revised list is included with a separate list of the 173 words omitted from the Dale list. It was found

that primary material measured by the revised list rated somewhat lower in grade difficulty than when measured by the Dale list of 769 Easy Words. References are included.

4509
Stone, David R. and Bartschi, Vilda. "A Basic Word List from Basal Readers," Elementary English, 40 (April 1963) 420-27.

A study designed to develop a composite basal word list based on the words introduced in five of the most widely used basal reading series and the Dolch (1942) and Fry (1960) lists is described. Basal readers from preprimer through grade 3 (Scott, Foresman; Ginn; Macmillan; Houghton Mifflin; and Heath) were used in the study. Words from the five series are grouped into half-year levels, and words which also appear on the Dolch and Fry lists are identified. References and tables are included.

4775
Traxler, Arthur E. "Development of a Vocabulary Test for High School Pupils and College Freshmen," 1962 Fall Testing Program in Independent Schools and Supplementary Studies. Educational Records Bulletin, No. 83. (February 1963) 67-73.

Development of the two forms of a 50-item vocabulary test for high school students and college freshmen, intended especially for Educational Records Bureau schools, is described. A review of available vocabulary tests is given. Construction of the two forms of the 50-item test is explained. Words used as test items were drawn randomly from the 10,000th to the 20,000th word of the Thorndike-Lorge Word List. Initial experimentation with the test was performed with tenth and twelfth graders in two suburban high schools near New York City. Item analysis, average difficulty, reliability, and correlation with other tests were computed. High correlation with measures of reading comprehension and linguistic aptitude and high reliability are reported in the preliminary evaluation. Further evaluation involving item analysis and trial will be done with college freshmen. Tables are included. References are footnoted.

6522
Venezky, Richard L. "English Orthography: Its Graphical Structure and Its Relation to Sound," Reading Research Quarterly, 2, No. 3 (Spring 1967) 75-105.

The graphic structure of English orthography and its relationship to sound were analyzed by formulating a computer program study based on the 20,000 most common English words. The main purpose was to derive and tabulate spelling-to-sound correspondences in an effort to construct a theoretical framework which could be used to trace general orthographic patterns and the most plausible linkages for relating such patterns to the total language structure. From the data gathered, experiments are now being designed to explore how the literate translates from spelling to sound, the basis of the reading process. Major patterns of pronunciation do exist and have been isolated. However, it is not known which of these patterns is learned by literates or the extent of generalization involved. A model to describe spelling-to-sound relationships has been created. In this construct, words are divided into graphemic allomorphs which are then related to intermediate units (morphophonemic) by an ordered set of rules. The morphophonemic units are related to phonemic units by another set of rules derived from conclusions based on the computer data. It is hoped that by means of this model many areas of reading can be reevaluated. A bibliography is included.

2971
Vernon, P. E. "A Preliminary Investigation of the Vocabulary of Scottish Children Entering School," Studies in Reading, 1 (1948) 93-123.

In order to determine the speech vocabulary of children just entering school, word lists and conversations were recorded for 200 children aged 4½ to 5½ years from all parts of Scotland except the Highlands and the Islands. The total number of words listed was approximately 28,000. Two word lists were composed from the samples. List 1 was confined to the 1,910 words used by at least two children. List 2, which was classified according to parts of speech, gave the 491 words used by 15 or more children. There was great word variety with little overlapping. Only 373 words occurred among 10 percent or more of the subjects. Reliability tests applied to these lists indicated that in a similar list from another 200 children, at least one-half of the new word frequencies would be within four or less of those given, and there would be an estimated alteration of 50 words. It was concluded that List 2 contained approximately 450 of the 500 words most commonly occurring among Scottish 5-year-old children. Copies of the word lists are included.

2973
Vernon, P. E. "The Estimation of Difficulty of Vocabulary," British Journal of Educational Psychology, 20 (June 1950) 77-82.

One hundred words which seemed likely to cover the range of moderate to great difficulty were chosen as a preliminary step in

an investigation of the factors conducive to intelligibility in educational broadcasts. Five lists of 20 words each were duplicated and given to 380 regular recruits in the Royal Navy. An average of 76 men answered each list. The total number of words for the recruits was estimated as being close to 9,000 words out of the 18,000 commonest words in the English language. It was concluded that vocabulary level is often regarded as an important factor in difficulty of educational materials, but word difficulty cannot be satisfactorily assessed as yet. In another experiment where student teachers were asked to assess the difficulty of some of the words, there was scarcely any improvement in the accuracy of their relative ratings. But the absolute standards of assessment showed a significantly closer approximation to the correct difficulty levels. Tables and references are given.

2972
Vernon, P. E. "Word Counts of Infant Readers," Studies in Reading, 1 (1948) 124-34.

Seven series of readers most frequently used in the Glasgow schools were investigated with regard to the total vocabulary content, the relation of vocabulary to children's speech, and the relevance of vocabulary to children's experiences and interests. Two series emphasized the look-say or word-sentence methods; a small amount of phonic practice was introduced later. Four were almost entirely phonic with irregular words being introduced after the initial stages, and one combined the two approaches. The total number of occurrences of each word in 17 readers was tabulated. Regular plurals and possessive nouns were included with their singulars. Parts of verbs, with the exclusion of verb plurals, were listed separately, while nouns used as proper names were not distinguished. It was found that the total vocabulary presented in the different series was fairly uniform. Five of them contained approximately 500 words. One contained 728 words, and the remaining one contained 370 words. Variations in word repetion were greater, ranging from 3.3 to 22.1. The phonics approaches had the fewest repetitions. A list of 211 words having a total frequency of 100 or more was drawn up. The most frequently used words were neither the most common in English nor the easiest to read.

4531
Wilson, Louis Ada. "Children's Realistic Vocabulary," Elementary English, 40 (January 1963) 37-42, 77.

A realistic vocabulary list for children was compiled from language written by third graders. The words were taken from individual

compositions, group compositions, and words children asked to have spelled for them. The list was alphabetized and then compared with other basic lists, such as Edgar Dale's and Jeanne Chall's list of 3,000 familiar words, Arthur I. Gates' list of words suggested for the primary grades, The Gates Spelling List, "A Basic Vocabulary for Elementary School Children," and "The Teacher's Word Book of 30,000 Words." The following conclusions were reached. A more selected vocabulary which has usage from grades 1 through 8 should be available for children's grade-3 reading material. The "Children's Realistic List" has a basic vocabulary which contains words learned in first and second grades and words basic for use in grades 3 through 8. The "Children's Realistic List" indicates a wider range of words than had been assumed when it was classified with the Thorndike-Lorge list, and it has a balanced flow of speech.

Part II

Information on Word Lists, 1900-1949

515
Atkins, Ruth E. "An Analysis of the Phonetic Elements in a Basal Reading Vocabulary," Elementary School Journal, (April 1926) 596-606.

Reports the results of a study using the first 2,500 words of the Thorndike word list to determine the constancy of the pronunciation of word elements.

2628
Berger, Herman I. "The Difficulty of Third-Grade Health Readers," Elementary School Journal, 47 (March 1947) 391-95.

Compares the vocabulary of nine third-grade health readers with the Rinsland basic vocabulary of elementary school children.

44
Brown, M. Ethel. "A Mastery Vocabulary in Primary Reading," The Problems of the Elementary School Principal in the Light of the Testing Movement, Second Yearbook of the Department of Elementary School Principals, 2, No. 4, 296-306. (Washington: Department of Elementary School Principals of the National Education Association, 1923).

Describes the procedure adopted to determine a list of words for mastery each semester when using the Winston readers as basic texts.

1130
Brown, Robert. "Vocabularies of History and Reading Textbooks," The Principal and Supervision, Tenth Yearbook of the Department of Elementary School Principals, 10, 408-11. (Washington: Department of Elementary School Principals of the National Education Association, 1931).

Presents the results of a comparative study of the vocabularies of five histories and five readers for sixth-grade use with respect to the number of new words included, the length of words, and their rating on the Thorndike list.

1555
Buckingham, B. R. and Dolch, E. W. A Combined Word List. (Boston: 1936) 186p.

Presents a tentative vocabulary list which combines the results of an original vocabulary study involving over 20,000 children and 2,700,000 words and reviews the results of other vocabulary studies previously reported.

1016
Buswell, G. T. and John, Lenore. The Vocabulary of Arithmetic. Supplementary Education Monographs No. 38. (Chicago: Department of Education, University of Chicago, 1931) 146p.

Presents a list of arithmetical terms commonly used in elementary grades and reports the results of studies in which children's reactions to selected terms were determined.

2321
Carson, Louise Gedding. "The Use of Preprimers: A Teacher's Point of View," Elementary School Journal, 43 (December 1942) 225-33.

Reports the percentages of new words in supplementary preprimers, the 111 words appearing in three or more of 11 preprimers, the words appearing most frequently in 11 preprimers, the number of preprimers in which they appeared, and the number of repetitions of each word.

2323
Cole, Luella. The Teacher's Handbook of Technical Vocabulary. (Bloomington, Illinois: Public School Publishing Company, 1940) 119p.

Presents a brief review of previous studies of essential vocabulary, discusses the development of concepts among school children and the distribution of concept load over the school years, and lists essential vocabulary in 13 school subjects.

1859
Curoe, Philip R. V. "An Experiment in Enriching the Active Vocabularies of College Seniors," School and Society, 49 (April 22, 1939) 522-24.

Compares the scores of practice and control groups on a word knowledge list to determine the value of 3 minutes devoted daily to vocabulary enrichment at the college level.

1861
Curtis, H. A. "Wide Reading for Beginners," Journal of Educational Research, 32 (December 1938) 255-62.

Presents a core vocabulary of 72 words constituting 76 percent of the total running words of 10 preprimer reading programs and recommends the order in which books can be read to advantage.

1147
Dale, Edgar. "A Comparison of Two Word Lists," Educational Research Bulletin, 10 (December 9, 1931) 484-89.

Compares the words included in the international kindergarten list and in the first 1,000 of the Thorndike word list.

1146
Dale, Edgar. "Evaluating Thorndike's Word List," Educational Research Bulletin, 10 (November 25, 1931) 451-57.

Presents data supporting criticisms of the Thorndike word list.

452
Dewey, Godfrey. Relative Frequency of English Speech Sounds. Harvard Studies in Education, 4 (Cambridge, Massachusetts: Harvard University Press, 1923) 148p.

Reports the results of an analysis of 100,000 words of connected matter conducted to determine the relative frequency of occurrence of the various simple sounds and commoner sound combinations -- syllables and words.

1567
Dolch, E. W. "A Basic Sight Vocabulary," Elementary School Journal, 36 (February 1936) 456-60.

Presents a basic sight vocabulary of 220 words which comprises all words, excepting nouns, common to the word list of the International Kindergarten Union, the Gates list, and the Wheeler-Howell list.

2121
Dolch, E. W. "Sight Syllables Versus Letter Phonics," Elementary School Journal, 41 (September 1940) 38-42.

Reports the 101 most common syllables and the number of different words in which each appears in a 14,000 word sampling of arithmetic, geography, and history textbooks.

1366
Durrell, Donald D. "A Vocabulary for Corrective Reading," Elementary English Review, 11 (April 1934) 106-09.

Presents a vocabulary of 656 words derived by omitting from the Faucett-Maki list all words with a rating below 20 and a frequency below 15 on the Fitzgerald writing vocabulary.

1275
Faucett, Lawrence and Maki, Itsu. A Study of English Word-Values Statistically Determined from the Latest Extensive Word-Counts (Tokyo, Japan: Matsumura Sanshodo, 1932) 264p.

Presents the results of an elaborate study designed to ascertain objectively which words in the English language are most widely used and to show how the language determines such words.

1994
Fielstra, Clarence and Curtis, Frances D. "A Comparison of the Thorndike Word Lists," Journal of Educational Psychology, 30 (September 1939) 445-52.

Presents the results of a detailed comparison of the 10,000 and the 20,000 Thorndike word lists.

1997
Fries, Charles C. and Traver, A. Aileen. English Word Lists: A Study of Their Adaptability for Instruction. (Washington: American Council on Education, 1940) 110p.

Reports the results of a critical study of published English word lists conducted to determine the basis of selection, the relationship between the lists, and their validity for use in teaching a foreign language.

527
Gates, Arthur I. "The Construction of a Reading Vocabulary for the Primary Grades," Teachers College Record, 27 (March 1926) 625-42.

Describes the steps taken in evaluating 2,781 word forms (a total of about 4,300 words) on the basis of utility, interest, and difficulty.

601
Gates, Arthur I. A Reading Vocabulary for the Primary Grades. (New York: Teachers College, Columbia University, 1926) 24p.

Presents a list of 1,500 words suitable for use in reading materials for grades 1, 2, and 3 and describes the procedure used in deriving the list.

1883
Gates, Arthur I., Bond, Guy L. and Russell, David H. "Relative Meaning and Pronunciation Difficulties of the Thorndike 20,000 Words," Journal of Educational Research, 32 (November 1938) 161-67.

Presents findings of a study of 600 children in grades 2B to 6A, inclusive, which was conducted to determine their ability to recognize, pronounce, and give the meanings of 30 words from each of the successive thousands of the Thorndike list.

827
Good, H. G. "Allies of the Ten Thousand," Educational Research Bulletin, 7 (November 28, 1928) 361-64.

Presents the results of studies which show that the 10,000 words in the Thorndike list do not form an inclusive reading vocabulary.

1480
Gross, Aline E. "A Preprimer Vocabulary Study," Elementary School Journal, 35 (September 1934) 48-56.

Presents a list of 238 words used four or more times in 10 preprimers, notes the frequency of use in each book, and indicates rank according to frequency of use in all books.

1687
Hayward, W. George and Ordway, Nancy M. "Vocabularies of Recently Published Preprimers," Elementary School Journal, 37 (April 1937) 608-17.

Presents the results of an analysis of the vocabularies of 15 preprimers, including the 311 words used four or more times in the books, the rank of each word according to frequency of use, and the number of books in which each word appeared.

2741
Hildreth, Gertrude. "A Comparison of the Dale, Dolch and Rinsland Word Lists," Journal of Educational Psychology, 39 (January 1948) 40-46.

Points out overlappings in the lists and notes certain differences attributable to the nature of the lists and to the way in which the words were selected. Suggests practical uses of the combined lists.

2742
Hildreth, Gertrude. "Word Frequency As a Factor in Learning to Read and Spell," Journal of Educational Research, 41 (February 1948) 467-71.

Presents data concerning the relation between the number of different words in children's English writing vocabulary and their frequency of use based on a sampling of words from the Rinsland word lists. Discusses word frequency as a factor in learning to read and spell.

2353
Hill, George E. "The Vocabulary of Comic Strips," Journal of Educational Psychology, 34 (February 1943) 77-87.

Records the words appearing in 16 newspaper comic strips during 4 weeks and classifies them on the Gates primary word list and the Thorndike list of 5,000 words.

1897
Horn, Ernest. "The Validity and Reliability of Adult Vocabulary Lists," Elementary English Review, 16 (April 1939) 129-34, 138.

Evaluates vocabulary lists in terms of three criteria-spread, geographical distribution, and permanence and gives illustrations of data from objective studies.

619
Horn, Madeline Darrough. "The Thousand and Three Words Most Frequently Used by Kindergarten Children," Childhood Education, 3 (November 1926) 118-22.

Presents lists of the 1,003 words most frequently used by kindergarten children as determined by the child study committee of the International Kindergarten Union.

212
Kelley, Truman Lee. "Thorndike's Reading Scale Alpha 2 Adapted to Individual Testing," Teachers College Record, 18 (May 1917) 253-60.

Describes methods of deriving individual scores when using the Thorndike scale Alpha 2.

1181
Kelty, Mary G. "A Suggested Basic-Vocabulary in American History for the Middle Grades," Journal of Educational Research, 24 (December 1931) 335-49.

Presents a basic vocabulary in American history and compares it with nine published lists of words.

1595
P. S. King and Son, Ltd. Interim Report on Vocabulary Selection for the Teaching of English As a Foreign Language (London: P. S. King and Son, Ltd., 1936) 506p.

Presents nine purposes involved in the preparation of limited or selected vocabularies and describes the procedures adopted in the preparation of the list presented in the reports.

1065
Kitzmiller, A. B. "Certain Vocabulary Problems in High School Chemistry," Science Education, 15 (November 1930) 33-43.

Reports the results of a study in which the words of Pressey's technical vocabulary in chemistry were classified and the familiarity of high school pupils and college students with these words was determined.

2443
Kyte, George C. "A Core Vocabulary for the Primary Grades," Elementary School Journal, 44 (November 1943) 157-66.

Presents a core vocabulary of 100 words based on their frequency of use in second-grade written works. Shows also their frequency in primary reading materials, the percentage of missp llings, and the nature and persistence of spelling difficulties.

2146
Langston, Roderick G. "A Core Vocabulary for Preprimer Reading," Elementary School Journal, 41 (June 1941) 766-73.

Presents the results of an analysis of 12 preprimers including an alphabetical list of 306 frequently used words and a core list of the 79 most frequently used words as reported in three preprimer vocabulary studies.

542
Livingston, Ralph. "The Interrelations of the Vocabularies in Public-School Subjects," Educational Research Bulletin, 5 (May 12, 1926) 208-13.

Reports the results of a comparison of the Pressey technical vocabularies in public school subjects and the Thorndike word list. Shows overlappings in Pressey's various lists.

2452
Lorge, Irving. "Word Lists As Background for Communication," Teachers College Record, 45 (May 1944) 543-52.

Discusses the significance of words as means of communication, basic considerations and limitations of frequency counts, and some of the problems involved in the study of word meanings.

2840
Maclatchy, Josephine and Wardwell, Frances. "Common Pre-Primer Words," Educational Research Bulletin, 27 (November 10, 1948) 199-206, 226.

Summarizes a study of the frequency of occurrence of words in 42 preprimers.

2258
Nemec, Lois G. and Losinski, Blanche. "A Study of the Difficulty of Dolch Basic Sight Vocabulary in the Second and Third Grades of the Rural Schools in Twenty-Two Counties of the State of Wisconsin," Journal of Educational Research, 35 (November 1941) 208-17.

Describes the Dolch basic vocabulary list and summarizes the results of responses made to the list by 2,749 second-grade and 3,222 third-grade pupils in 1,252 rural schools.

275
Newark (New Jersey) Board of Education. Reading Surveys. Public Schools of Newark, New Jersey, Monograph No. 10. (Newark, New Jersey: Board of Education, 1923) 56p.

Reports the results of an extensive survey in which the Monroe standardized silent reading tests and the Thorndike visual vocabulary scales were used.

1707
Nolte, Karl F. "Simplification of Vocabulary and Comprehension in Reading," Elementary English Review, 14 (April 1937) 119-24, 146.

Compares the comprehension scores made by 1,112 sixth-grade pupils in eight school systems on a reading selection in its original form and as simplified by limiting the vocabulary to the first 2,500 of the Thorndike word list and to the words of the Ogden basic English list.

1204
Patty, W. W. and Painter, W. I. "A Technique for Measuring the Vocabulary Burden of Textbooks," Journal of Educational Research, 24 (September 1931) 127-34.

Reports a technique for measuring vocabulary burden based on the frequency of words in a sample, the Thorndike index number for the word, and the range of words in the sample.

1088
Payne, Cassie Spencer. "The Classification of Errors in Oral Reading," Elementary School Journal, 31 (October 1930) 142-46.

Presents a classification of the errors made by pupils in grades 2-5, inclusive, in pronouncing a list of words some of which were assumed to be familiar and some to be unfamiliar.

486
Powers, S. R. "The Vocabularies of High School Science Textbooks," Teachers College Record, 26 (January 1925) 368-82.

Compares the vocabularies of nine science textbooks with the 10,000 words of the Thorndike word list. Discusses the pedagogical significance of extensive vocabularies in textbooks.

1309
Pressey, L. C. and Elam, M. K. "The Fundamental Vocabulary of Elementary-School Arithmetic," Elementary School Journal, 33 (September 1932) 46-50.

Selects, from a list of more than 1,000 technical words in arithmetic, a fundamental vocabulary based on frequency, importance, and social usefulness.

756
Pyle, W. H. "A New Primary Word-Recognition Test with Monthly Norms," Elementary School Journal, 28 (October 1927) 137-39.

Describes the procedure in selecting 50 words for a word recognition test and in developing monthly norms.

657
Rejall, Alfred E. "Reading Vocabulary," Thirty and One Reading Tests for Voters and Citizenship, 49-69. (New York: Noble and Noble, 1926).

Presents a list of the 4,000 most essential words which every citizen and voter should know based on frequency of occurrence in various sources.

1613
Rickard, Garrett E. "The Recognition Vocabulary of Primary Pupils," Journal of Educational Research, 29 (December 1935) 281-91.

Reports the 123 words common to the first 200 words in the international kindergarten list and the Horn list and presents results of tests to indicate the extent of their mastery in the first three grades.

2524
Rinsland, Henry D. A Basic Vocabulary of Elementary School Children. (New York: The Macmillan Company, 1945) 636p.

Presents a vocabulary of 14,571 words based on an analysis of 200,000 individual papers written by as many different pupils and shows the frequency of use of each word and the 100, 500, and 1,000 word group to which it belongs.

2852
Roeber, Edward C. "A Comparison of Seven Interest Inventories with Respect to Word Usage," Journal of Educational Research, 42 (September 1948) 8-17.

Compares seven interest inventories with respect to the frequency of word usage above the ninth-grade level as classified in the Thorndike-Lorge word list.

2389
Sachs, H. J. "The Reading Method of Acquiring Vocabulary," Journal of Educational Research, 36 (February 1943) 457-64.

Analyzes test results showing 416 college freshmen's knowledge of 25 words frequently used in their literature and life textbooks and draws inferences concerning the adequacy of the reading method of acquiring vocabulary.

2175
Sanderson, Marion. "An Experiment in the Development of Meaning Vocabularies," Studies and Summaries, 31-35. (Manitowoc, Wisconsin: Manitowoc Public Schools, 1941).

Presents the results of an experiment with fifth-grade pupils ranging in IQ from 77 to 121 to determine the effect, as measured by a vocabulary power test, of direct instruction on selected lists of words.

2392
Schneck, John W. and Curtis, Francis D. "The Important Scientific Terms in High School Physics," School Review, 50 (December 1942) 715-20.

Identifies, according to the judgment of 13 textbook authors and 46 physics professors, important scientific terms which merit inclusion in glossaries of high school physics textbooks.

2062
Spache, George. "A Minimum Reading-Spelling Vocabulary for Remedial Work," Journal of Educational Research, 33 (November 1939) 161-74.

Discusses the need for and presents a minimum reading-spelling vocabulary of 1,225 words which was determined by checking Stone's "A Graded Vocabulary for Primary Reading" against the "Gates Average Spelling Grade Placement."

2278
Stauffer, Russell G. "A Study of Prefixes in the Thorndike List to Establish a List of Prefixes That Should Be Taught in the Elementary School," Journal of Educational Research, 35 (February 1942) 453-58.

Reports the results of a study of the Thorndike list of 20,000 words conducted to determine the number and frequency of the prefixes involved.

1818
Stevenson, Elmo N. "An Investigation of the Vocabulary Problem in College Biology," Journal of Educational Psychology, 28 (December 1937) 663-72.

Presents conclusions based on the study of a master word list derived from weekly word lists handed in by students.

1942
Stone, Clarence R. "Most Important One Hundred Fifty Words for Beginning Reading," Educational Method, 18 (January 1939) 192-95.

Gives the number of new words belonging to each of eight difficulty levels categorically determined for the first three readers and ranks the 150 words chosen as most usable for the earliest two stages.

1521
Stone, Clarence R. "The Second-Grade Reading Vocabulary," Elementary School Journal, 35 (January 1935) 359-67.

Presents a list of 1,276 new words found in three or more of 16 second readers and shows the number of readers in which each appears.

2281
Stone, Clarence R. Stone's Graded Vocabulary for Primary Reading. (St. Louis, Missouri: Webster Publishing Co., 1941) 30p.

Presents a graded vocabulary for the primary grades based upon an analysis of the words appearing most widely in 105 preprimers, primers, first readers, second readers, and third readers.

2282
Stone, Clarence R. "A Vocabulary Study Based on 107 Primary-Grade Books," Elementary School Journal, 42 (February 1942) 452-55.

Presents an up-to-date graded vocabulary in primary reading in which the words appearing most widely are graded on the basis of their use as new words in series of readers.

2186
Stone, Clarence R. "The Vocabularies of Twenty Preprimers," Elementary School Journal, 41 (February 1941) 423-29.

Analyzes the vocabularies of 20 preprimers, identifies the 100 words most frequently used, and compares the use of these words in the different preprimers.

771
Swan, Mary A., Dines, Anna A., Kinley, Anna S., and Nieman, Ida J. "Arithmetical Vocabulary for First and Second Grades," Curriculum Study and Educational Research Bulletin. Pittsburgh Public Schools, 2 (September-October, 1927) 4-14.

Presents a classified list of words used in arithmetic in the first and second grades and shows the frequency with which they occur in several published word lists.

667
Symonds, Percival M. "Size of Recognition and Recall Vocabularies," School and Society, 24 (October 30, 1926) 559-60.

Presents the results of a study in which 30 ninth-grade girls were given eight forms of the Thorndike test of word knowledge and 100 completion sentences prepared specifically to measure vocabulary recall.

2288
Thorndike, E. L. The Teaching of English Suffixes. Teachers College Contributions to Education No. 847. (New York: Teachers College, Columbia University, 1941) 82p.

Lists the different meanings of all important English suffixes, together with the frequency of each, and discusses the general problem involved in teaching pupils to understand and use suffixes.

375
Thorndike, Edward L. "An Improved Scale for Measuring Ability in Reading," Teachers College Record, 16 (November 1915) 445-67, 17 (January 1916) 40-67.

Describes the Thorndike scale Alpha 2 and its deriviation.

380
Thorndike, Edward L. The Teacher's Word Book. (New York: Teachers College, Columbia University, 1921) 134p.

Describes the procedure in determining a list of 10,000 frequently used words and presents the list of words secured.

1722
Thorndike, Edward L. "The Vocabulary of Books for Children in Grades 3 to 8," Teachers College Record, 38 (December 1936, January and February 1937) 196-205, 316-23, 416-29.

Reports the steps taken in determining the size of the vocabulary of juvenile books, points out innocent or doubtful causes of the enlargement of the vocabulary of juvenile books and lists the words outside of the Thorndike 20,000 beginning with d, e, and f.

381
Thorndike, Edward L. "Word Knowledge in the Elementary School," Teachers College Record, 22 (September 1921) 334-70.

Describes the procedure used in an elaborate study of reading vocabularies and discusses the uses of the word list derived.

2530
Thorndike, Edward L. and Lorge, Irving. The Teacher's Word Book of Thirty Thousand Words. (New York: Bureau of Publications, Teachers College, Columbia University, 1944) 274p.

Extends the list of 20,000 words published in 1931 by including three additional counts of over 4½ million words each.

2607
Tireman, L. S. "A Study of Fourth-Grade Reading Vocabulary of Native Spanish-Speaking Children," Elementary School Journal, 46 (December 1945) 223-27.

Classifies the pronunciation and meaning responses of 84 fourth-grade Spanish-speaking children to 100 words selected from the Stone vocabulary test for the primary grades and determines the nature of the chief sources of error.

676
Washburne, Carleton. "The Commonest Syllables," Journal of Educational Research, (October 1926) 199-205.

Reports the results of an analysis of the Thorndike word list to determine the commonest syllables.

1120
Wheeler, H. E. and Howell, Emma A. "A First-Grade Vocabulary Study," Elementary School Journal, 31 (September 1930) 52-60.

Compares the vocabularies of 10 primers and first readers of recent publication with the Gates vocabulary list.

1966
Works Progress Administration. Graded Word List for the Preparation of Reading Materials for Adult Education in the Foundation Fields. W. P. A. Technical Series, Education Circular No. 10, Supplement No. 1. (Washington, D. C.: Works Progress Administration, Division of Professional and Service Projects, Education and Training Section, 1939) 52p.

Presents a graded word list divided into four levels. The first contains 329 words, the second 639, the third 1,141, and the fourth 1,485.

681
Yoakam, Gerald Alan. "A Cooperative Experiment in Word Pronunciation," University of Pittsburgh School of Education Journal, 2 (January-February, 1927) 49-55.

Reports the findings of a study to determine the number of words of the first 1,000 in the Thorndike word list that can be pronounced by first-grade pupils.

2619
Zipf, George Kingsley. "The Meaning-Frequency Relationship of Words," The Journal of General Psychology, 33 (October 1945) 251-56.

Reports the relationship between the number of meanings of words and the frequency of occurrence of words as indicated by their placement on the Thorndike list of 20,000 words.

Appendix A

How to Order Microfiche and Hard Copy Reproductions of Documents from the ERIC Document Reproduction Service

Documents are available from:

ERIC Document Reproduction Service
The National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

This information must be furnished to order documents:

1. The accession number (ED number) of the desired document.
2. The type of reproduction desired--microfiche or hard copy.
3. The number of copies being ordered.
4. The method of payment--cash with order, deposit account, charge.
   a. Add a special handling charge of 50¢ to all orders.
   b. Add applicable state sales taxes or submit tax exemption certificates.
   c. Add a 25% service charge on all orders from outside the United States, its territories and possessions.
   d. Payment must accompany orders totaling less than $5.00. Do not send stamps.
   e. $20.00 prepaid EDRS coupons are available upon request from EDRS.

EDRS will provide information on charges and deposit accounts upon request.

ERIC CAIER

200 Pine Hall, School of Education, Indiana University, Bloomington, Indiana 47401.